
THE IMPLEMENTATION OF HAND-PUPPETS AS A STORYTELLING MEDIA

TO THE STUDENTS' LANGUAGE SKILLS AND CHARACTERS (An R&D on the Second Grader of SDN 6 Karangasem Batang Central Java Indonesia)

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Abstract: Teaching *bahasa* to elementary school students has important role in building attitudes, habits, and basic abilities to develop their language skills. Story telling is a part of it. The story teller must have good performance of voice, intonation, and mimic, so that the listeners can understand and enjoy the performance. The story tellers must be supported by appropriate media; they are hand puppets. The objective of this study is to know the implementation of hand-puppets as a story telling media to support students' language skills and character building of the second graders of SDN 6 Karangasem Batang. It is an R and D research. The data were collected by observing, interviewing teacher, giving tests, and taking documentations. Based on the data, hand-puppets can be used to increase students' language skills in retelling story. Those data were shown by students' active participation during the learning process and their interest, enthusiasm, and brave in retelling story in front of their classmates. There were 10 students who joined in retelling story activity actively in "*Pembelajaran I*". The numbers of students were increased in "*Pembelajaran II*"; there were 17 students. The media can also be used as an alternative teaching media to build students' positive characters that made them easily understand and catch the moral value of each story. The researchers suggest to the teachers to create some more interesting media that make the students more fun and interested in joining the learning process.

Keywords: *R&D, hand-puppets, retelling story, sd 6 karangasem batang*

1 INTRODUCTION

Human is a social creature that needs to interact with other. Immanuel Kant, a German philosopher, states in Tirtarahardja (2008: 19) that a human is only a human in his society. None can live alone without other people. To get connected with other, they need to have good communication. Language is one of the communication tools.

On his book, Tarigan (2008: 9) states that by building good communication through language, people can share ideas, feelings, and dreams through words. To support this statement, Delimasa (2012) states that learning process in primary school is the most important part of children's life to build children's basic habits, attitudes, and skills to help them increasing their language skills in general.

Language skills which are consisted of listening, speaking, reading, and writing have close relationship from one to each other (Cahyani, 2007: 8). The other expert, Tarigan (2008: 1) calls this relationship as "*Catur Tunggal*". Communication skills, especially in

speaking, can be learned everywhere, every time. Family is the narrowest area to start speaking learning very first time.

In learning process in school, speaking activity can be done through a storytelling activity. Cahyani (2007: 67) identifies the benefit of storytelling activity, they are (1) giving pleasure, (2) teaching truth, and (3) giving real model.

Someone can share his idea, feeling, information, and hope through storytelling activity. It means that storytelling activity is not only telling the story to others, but also building mental and emotional relationship between the storyteller and the listeners or audiences.

A story must have a message within. The message is often being a strategy from the storyteller to build the listeners' characters. Character is person's special signature which differ one to the others. Someone who has good characters can make decisions to his life and must have high responsibility for every decision he made.

Yaumi (in Daryanto, 2013: 9) states that characters represent someone's moral in his daily life. The human characters can be changed time by time if he cannot keep him "save" in his "character's zone", so there is a will to keep him alive in his "save zone". The elder people, including teachers and parents, are the two most important people to do. They can do it first through a simple, private activity named storytelling time using appropriate media.

The ability in telling story is reached by practice. Heinich (in Winataputra, 2005: 53) states that the term "*media*" come from Latin. Media are plural form of "*medium*", means connector (*between*) from *sources* to *receiver(s)*. The process of giving and getting message through media can be done if there is communication between those two doer, sources and receiver(s).

The study about the implementation of hand-puppets in storytelling activity can be chosen as a medium to teach positive characters to the students. Through this activity, the students can learn some more characters not by dictating, but through a live experience during enjoying the hand-puppets show. The teacher or parent is being the *sources*, while the student(s) is the *receiver*.

This fact can solve the problem in SDN 6 Karangasem Batang. Before the researchers came into that school, the students were not so enthusiastic in joining storytelling activity did by their teacher. The direct effect was the students did not want to retell the story when their teacher asked them. Previously, the teacher used conventional way in telling a story. She read a book, told the story by reading line by line of paragraph, with no any good intonation. By knowing the problem, the researchers can focus on the way of solving the problem: using hand-puppets as storytelling media to the students' language and characters.

2 RESEARCH METHOD

It is a research and development method. The researchers modified the media named hand-puppets into the new one which are presented together with a set of short stories book. The study was conducted on SDN (primary state school) Karangasem 06 Batang to the second graders of the students. The

object was the use of hand-puppets to *Bahasa Indonesia* lesson.

The data were collected through triangulation technique. Sugiyono (2008: 241) states that triangulation technique is the researcher's way to collect different data from the same source. In conducting this study, the researcher collected the data from observation sheet, interview guideline, and documentation.

3 DISCUSSION

Here, the researchers divide the result of the study into two parts, they are: observing students' language skill in retelling story and building students' characters.

3.1 Observing Students' Language Skill in Retelling Story

In this part of study, the researcher observed the subject of the study day-by-day. They took a year to collect the data. The focus of the observation was on the students' language skill. The result was shown on this following table.

Table 1: Students Language Skills

Co de	Indicator					Tot al Poi nt	S c o r e	Exhaustiv eness
	Voice	Language	Retelling	Topic	Fluency			
A	4	2	3	3	4	16	89	Yes
B	3	2	2	3	2	12	67	Yes
C	3	2	3	3	4	15	83	Yes
D	3	2	2	2	1	10	56	No
E	3	2	1	3	3	12	67	Yes
F	3	2	2	3	4	14	78	Yes
G	4	2	2	3	3	14	78	Yes
H	2	2	2	3	3	12	67	Yes
I	3	2	2	3	3	13	72	Yes
J	3	2	2	3	3	13	72	Yes
K	4	2	2	3	3	14	78	Yes
L	4	2	2	2	2	12	67	Yes
M	3	2	2	3	2	12	67	Yes
N	3	2	2	3	3	13	72	Yes

O	2	2	2	2	2	10	56	No
P	3	2	2	3	2	12	67	Yes
Q	3	2	2	3	2	12	67	Yes
Total						21 6	12 03	
Average Point						12, 7	70, 8	

Based on the table above, in average, students' language skill in retelling story was 70.8, exhaustiveness students were 15 students (88 %), and 2 students were fail (12%). The highest score was 89, while the lowest score was 56.

By knowing the data, the researchers could make pre-conclusion that hand-puppet was proved to be a medium to motivate students to retell their own story. On the first meeting, there were only 10 students who wanted to retell a story in front of their friends. But then on the next meeting, there were 17 students willingly retold their stories.

3.2 Questionnaire of Students' Characters

The researchers distributed questionnaire to the students. It was given to 20 students to collect some data about their characters in implementing hand-puppets based on the story they wrote down themselves. The meetings were divided into two parts. In the first meeting on *pembelajar 1* (lesson 1), the students were taught about "hard work" and "democratic". While on *pembelajaran 2* (lesson 2), they were taught about "honesty" and "communicative".

The result of the questionnaire was given on this following table:

Table 2: Questionnaire of Students' Characters

No	Rubrics	Hard Work	Democratic	Honesty	Com.
1	Highest Score	97,5	97,5	80	100
2	Lowest Score	50	45	60	52,5
3	Average score	77,75	75,38	71,75	75,75
4	Categories	Good	Good	Good	Good

From this table, the researchers can also make a pre-conclusion that building characters to the students using hand-puppets was succeeded because all the positive characters were categorized as **good**. Furthermore, the students also reached their disciplin, curiosity, and tolerant characters during the process of learning by themselves using hand-puppets.

There were no more students who came late during the study. The students also showed their interest and curiosity when they saw the media (colorful hand-puppets) for the first time. They respected their friends in group during the process of group discussion to write a short story.

Daryanto (2013: 42) states that building characters is not only a way of teaching true or false, but it is about how to make it as a habit. It can be taught through storytelling activity by building strong characters on every figure of puppets based on the story. Miller (in Delimasa, 2012) states that "Storytelling is defined as relating a tale to one or more listeners through voice and gesture". Theoretically, hand-puppets can support the process of being a medium between the storyteller and audiences.

4 CONCLUSION

By conducting all the process of study, the researchers can conclude these following conclusion:

1. The students' language skill in retelling story, including: voice, language mastery, retelling method, topic, and fluency, was reached well. 15 students of 17 students were pass the test, while the 2 students needed to get little more brave to reach it. The total highets score was 89, and the lowest score 56.can be
2. Hand-puppets was proved as a medium to build students' character. In this study, the students reached average score 77.75 for hard work, 75.38 for democratic, 71.75 for honesty, and 75.75 for communicative.

5 SUGGESTIONS

Based on the conclusions above, the researchers suggest some following points:

1. The students should be more active in practicing storytelling activity in front of

-
- their friends to make them better in being storytellers.
 2. Teachers should be more creative in designing and developing some more media to be given to the students, so that the learning process runs well.
 3. As the home of learning process, school should support the process by giving the best facilities.
 4. Hopefully, this study will inspire other researchers to conduct the similar study about hand-puppet teaching media or some others close theme about teaching media that can make the process of teaching and learning runs better than before using them.

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